**Writing Analysis Strategy: Part III: Analysis of a Multigenre Piece**

Read *each piece of the project* carefully and check all that apply. Write specific examples in the space below for *each of the genres* in the project.

**Genre *\_\_\_\_\_\_\_\_\_\_\_\_\_\_Obituaries\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Examples**

***What effective choices did the writer make regarding use***

***of information, appearance, and point of view?***

1. The reader learns about the topic from the piece. □ “really about the men who last their lives in a racecar”

2. What visual techniques did the writer use to enhance

authenticity and mood?

Appearance

Font □

Arrangement on page □

Graphics □

Other □ headings-names of racers who died due to safety conflicts

3. What point of view did the writer select?

The subject’s □  
 An inanimate object’s □  
 Other □ 3rd person- nick, beginning and conclusion paragraphs

**Organization**

***How did the writer choose to organize the piece to***

***accomplish the purpose?***

1. Organizational pattern

Chronological □  
 Order of importance □  
 Categorical □ drivers who died  
 Inverted pyramid □  
 Problem solution □  
 Spatial □  
 Other □

©2006 by Melinda Putz from *A Teacher’s Guide to the Multigenre Research Project.* Portsmouth, NH: Heinemann.

**HANDOUT 2F**

2. Lead

Makes reader want to read on □

Introduces subject □ drives who died

3. Transitions

Uses words or phrases to link ideas □

Ideas lead naturally one to the next □

Lack of transitions is appropriate for piece □

4. Ending

Smooth and natural □

Piece feels like a unified whole □ lives being told

Writer effectively leaves the reader in

suspense or wonder □

**Language and Style**

***Which word choices are particularly effective?***

Specific action verbs □

Specific nouns □

Unique language use □

Sentence variety □ all different

***What language techniques did the writer use to***

***enhance authenticity and mood?***

Spelling □ names: Dan Wheldon

Sentence style □

Dialect □

Register □

Other □

©2006 by Melinda Putz from *A Teacher’s Guide to the Multigenre Research Project.* Portsmouth, NH: Heinemann.

**HANDOUT 2F**  *(continued)*